



SAT MEETING #1

Student's Name _____ Grade _____ Date _____

Teacher's Name _____

Problem or Concern:

What Intervention/s will you try in order to address the problem or concern prior to the next SAT meeting?

READING/ COMPREHENSION (check all boxes that apply)

	Whole Group	Small Group	One-on-One	Amt. of Time (minutes per day)	Documentation Exists
Additional Phonics					
Direct Instruction					
Repeated Reading					
Repeated Listening					
Reciprocal Teaching					
Tapping					
Listen/Practice/Preview					
Paired Reading					
Chunk Strategy					
Click Strategy/ Self- Questioning as reads					
Additional Letter Identification					
Sound to Work (a apple /a/)					
Choral Responding					
Story Map					
Use of Visual Aids/ Pictures					
Multi-Step Text Review					
Whisper Phones					
Fluency Builders					
Vocabulary (Sorry Charlie Game)					
Vocabulary Builders					
Graphic Organizers (Main Idea; Elements of Literature)					
Breaking Tasks Down into Smaller Parts					
OTHER:					
OTHER:					
OTHER:					
OTHER:					

Continued on the back

Interventions to be completed in classroom

MATH (check all boxes that apply)

	Whole Group	Small Group	One-on-One	Amt. of Time (minutes per day)	Documentation Exists
Cover/Copy/Compare					
Math Manipulatives					
Highlight the Operation to be performed					
Breaking Tasks Down into Smaller Parts					
Use of Visual Aids/ Pictures					
Flash cards					
Number Line					
Folding In					
Touch Math					
OTHER:					
OTHER:					
OTHER:					
OTHER:					

WRITING/ SPELLING (check all boxes that apply)

	Whole Group	Small Group	One-on-One	Amt. of Time (minutes per day)	Documentation Exists
Write-Say Method					
Multi-Sensory (writing in Jell-o, sand, etc)					
Graphic Organizer					
Idea Mapping					
Breaking Tasks Down into Smaller Parts					
OTHER:					
OTHER:					
OTHER:					
OTHER:					

BEHAVIOR/ ORGANIZATION (check all boxes that apply)

	Whole Group	Small Group	One-on-One	Amt. of Time (minutes per day)	Documentation Exists
Giving Breaks					
Use of a Timer					
Having Student Repeat Directions					
Assignment Book					
Breaking Tasks Down into Smaller Parts					
Rewards					
Teacher Proximity					
Praise					
Use of Checklists or Picture Schedule					
Time Out					
Use of Visual Aids/ Pictures					
OTHER:					
OTHER:					
OTHER:					
OTHER:					

Examples of Documentation (please circle the documentation you have attached):

Student portfolio (copies of student work)
 CBM (Reading, Math, or Written Expression)
 IGDI Scores
 State Writing Assessment
 Guided Reading Running Records
 Other: _____

AIMSWEB Scores
 Anecdotal records
 Terra Nova Scores
 District Wide Assessment Scores
 Student Grades
 Other: _____

DIBELS
 ITBS Scores
 BRI
 CoGat

Interventions to be completed in classroom

SAT Team members attending this meeting:

Next SAT meeting scheduled for: _____ at _____